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ABSTRACT

The importance of an institution's goals and objectives is discussed, and ways in which a chief executive can foster teamwork toward organizational goals are described. Points to be remembered by the college president when selecting his management team are stressed. (DB)

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"DEVELOPING" THE ADMINISTRATIVE TEAM

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DEFINITIONS

GOALS ARE DEFINED AS THE DESIRED END RESULTS SET FOR LONG PERIODS OF TIME. LONG RANGE IN SCOPE. OBJECTIVES ARE SHORT RANGE AND ARE STEPS IN THE DIRECTION OF ATTAINING A GOAL. THEY ARE DESIGNATED AS THE MEASURABLE, ATTAINABLE OR DESIRABLE RESULTS OVER A SHORT PERIOD OF TIME. IN ALL ORGANIZATIONS, WE HAVE BOTH PERSONAL GOALS AND ORGANIZATION GOALS. THESE SETS OF GOALS MAY OR MAY NOT BE IN CONGRUENCE.

BOTH GOALS AND OBJECTIVES HAVE SOME DEFINITE REQUIREMENTS.

FOR EXAMPLE, REQUIREMENTS OF GOALS:

1. TO BE IN AGREEMENT WITH THE INSTITUTIONAL PHILOSOPHY (EDUCATIONAL)
2. TO BE COMPATIBLE WITH THE INSTITUTIONAL PHILOSOPHY
3. TO BE DIVISABLE INTO OBJECTIVES
4. TO BE FEASIBLE
5. TO BE ABLE TO IDENTIFY EXPECTED RESULTS
6. HAVE A LONG TERM TIME FRAME FOR COMPETION

REQUIREMENTS OF OBJECTIVES:

1. THEY MUST RELATE TO A GOAL
2. THEY MUST BE MEASURABLE OR OBSERVABLE
3. THE TARGET GROUP MUST BE IDENTIFIED
4. THE METHODS OF MEASUREMENT MUST BE SPECIFIED
5. THE CRITERIA FOR EVALUATION MUST BE SPECIFIED
6. THE CONDITIONS UNDER WHICH A MEASUREMENT IS TO BE ACCOMPLISHED MUST BE STATED
7. THE TIME PERIOD FOR ACHIEVEMENT MUST BE STATED

   EXAMPLE: TO REDUCE DROPOUT RATES IN HISTORY CLASSES BY 10% OVER THE PRECEDING YEAR BY THE END OF THE 74-75 ACADEMIC YEAR

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1. WHAT IS THE DISTINCT MISSION OF YOUR COLLEGE? WHY DOES IT EXIST?
2. WHAT ARE THE THINGS YOUR INSTITUTION WANTS TO DO OR TO SEE HAPPEN?
3. HOW WILL AN OUTSIDER BE ABLE TO DETERMINE WHETHER YOUR COLLEGE IS ATTAINING ITS GOALS OR OBJECTIVES?
4. WHAT IS THE RELATIVE IMPORTANCE AND PRIORITY OF YOUR COLLEGE'S VARIOUS GOALS AND OBJECTIVES?
5. HOW ARE YOUR INSTITUTION'S GOALS REALLY DETERMINED AND BY WHOM?

THESE QUESTIONS MAY BE MORE VALUABLE THAN THEIR ANSWERS, AND THE PROCESS OF SELF-EXAMINATION IS MORE CONSTRUCTIVE THAN THE FINAL RESULTS. IT IS THE FUNCTION OF LEADERSHIP TO ASSURE THAT THE GOALS AND OBJECTIVES OF THEIR INSTITUTION ARE CONSISTENT WITH ITS EDUCATIONAL MISSION AND THAT PROGRAMS ARE DEVELOPED TO ACHIEVE THESE INSTITUTIONAL GOALS AND OBJECTIVES.

WHAT INSTITUTIONS NEED MOST ARE A CLEAR SET OF GOALS, A SENSE OF STRATEGY AND SPIRIT IN THE INSTITUTION'S APPROACH TO THESE GOALS, RESOURCES WITH WHICH TO MONITOR ITS ACTIVITIES, AND ESPECIALLY STRONG AND SENSITIVE LEADERSHIP, TO ENSURE THAT GOALS REMAIN THE FOCUS OF EVERY ACTION.

GOALS PROVIDE FOR GREATER UNITY OF DIRECTION. THEY TEND TO FOCUS ATTENTION UPON PROBLEMS AND NEEDS AND FORGE AGREEMENTS TOWARDS SOLUTIONS AND REMEDIES. THEY HELP TO CLARIFY ORGANIZATION AND INDIVIDUAL ROLES, AND THEY PROVIDE FEEDBACK ABOUT PERFORMANCE. THE METHODS OF GOAL SETTING OFFER OPPORTUNITIES FOR ONE-ONE DIALOGUE THAT CAN ONLY INCREASE UNDERSTANDING AND PERFORMANCE RESULTS, AND THE LOGIC OF GOAL SETTING METHODS IS THAT IF EVERYONE KNOWS WHAT IS EXPECTED OF HIM, AND DOES WHAT IS EXPECTED OF HIM, THE PLANNED-FOR RESULTS WILL BE OBTAINED.

THE FINAL PRODUCT OF GOAL SETTING BEING A SERIES OF STATEMENTS OF WHAT THE INSTITUTION WILL DO IN SOME FUTURE TIME PERIOD, THE RELATIVE PRIORITY ATTACHED TO THE EFFORTS AND HOW THESE WILL BE MEASURED.

THE DEVELOPMENT, PERIODIC REVIEW, AND REVISION OF GOALS AND OBJECTIVES AT THE INSTITUTIONAL LEVEL IS ONLY THE STARTING POINT. EACH FUNCTIONAL LEVEL WITHIN THE ADMINISTRATIVE STRUCTURE MUST ALSO DEFINE SPECIFIC OBJECTIVES TO GUIDE THE EMPLOYMENT OF RESOURCES AND TO PROVIDE A MEANS FOR EVALUATION. THIS IS THE POINT WHICH MOST INSTITUTIONS FAIL TO GRASP, AND IT LEADS TO A NUMBER OF UNDESIRABLE CONSEQUENCES. IF OBJECTIVES ARE NOT PRESENT AT ALL LEVELS OF THE ORGANIZATION, THERE IS A TENDENCY FOR AREAS OF RESPONSIBILITY TO BECOME FUZZY AT THE EDGES, AND FOR INTERACTION BETWEEN INDIVIDUALS TO DEVELOP MORE FRICTION THAN REINFORCEMENT. ZONES OF ASSUMED RESPONSIBILITY MAY OVERLAP OR MAY LEAVE AREAS UNCOVERED.

A FAILURE TO DEVELOP CLEAR AND ATTAINABLE OBJECTIVES AT EACH OPERATING LEVEL PERMITS STAFF OFFICES TO PURSUE DIFFERENT AND IN SOME INSTANCES CONFLICTING PRIORITIES. IT CONTRIBUTES TO AN EMPHASIS UPON THE PERSONALITY OF ROLE INCUMBENTS RATHER THAN THE NEEDS SERVED BY THE OFFICE. IT MAKES EVALUATION DIFFICULT OR IMPOSSIBLE, AND IT CREATES THE ENVIRONMENT FOR INNUMBERABLE INTRA-INSTITUTIONAL CONFLICTS.

THE REQUIREMENT THAT EACH OPERATING LEVEL EXTENDING TO AND INCLUDING THE INDIVIDUAL FACULTY MEMBER DEVELOP OBJECTIVES EXPRESSED IN BEHAVIORAL TERMS LEADS TO AT LEAST TWO SIGNIFICANT REFINEMENTS IN MANAGEMENT PRACTICES. THE FIRST INVOLVES THE OPPORTUNITY TO REVIEW THE OBJECTIVE AND PRIORITIES AT EACH LEVEL, ENSURING THAT THEY ARE CONSISTENT WITH THE OBJECTIVES AND PRIORITIES OF THE TOTAL INSTITUTION. THE SECOND REFINEMENT HAS BEEN REFERRED TO AS MANAGEMENT BY OBJECTIVES.

ONCE A STAFF FUNCTION HAS ESTABLISHED QUANTIFIABLE OBJECTIVES WHICH HAVE BEEN REVIEWED AND ENDORSED BY APPROPRIATE CONSTITUENCIES, THE OBJECTIVES BECOME A FORM OF CONTRACT BETWEEN THE OFFICE AND THE INSTIUTION AND CAN BE USED TO MEASURE CONTRIBUTION AND EFFECTIVENESS.

A PRINCIPAL PURPOSE OF THESE PLANNING FUNCTIONS IS TO ENSURE THAT AN INSTITUTION RETAINS A DEGREE OF CONTROL OVER ITS OWN DESTINY. AND INSTITUTIONS OF HIGHER EDUCATION ARE, TODAY, IN DANGER OF SURRENDERING THAT CONTROL TO INTERNAL FORCES AND EXTERNAL FORCES, AND EVEN TO THE COMBINATIONS THEREOF. INTERNALLY, WE ARE IN DANGER OF FALLING VICTIM TO CREEPING AD-HOCISM. IN OUR DESIRE TO ACCOMMODATE THE WISHES OF INDIVIDUAL MEMBERS OF OUR SEVERAL INTERNAL CONSTITUENCIES, WE ARE IN DANGER OF CONCEDING THAT AN INSTITUTION IS NO MORE THAN THE SUM OF ITS PARTS.

EXTERNALLY, WE ARE IN DANGER OF BEING "SYSTEMIZED," OR FORCED INTO A MASTER SCHEME OF SOME SORT, STATE OR REGIONAL, OR EVEN NATIONAL. IT IS AS THOUGH EDUCATIONAL CONSCRIPTION HAD BEEN ENACTED--FREQUENTLY IN THE NAME OF ECONOMY AND EFFICIENCY--UNDER WHICH EACH INSTITUTION IS EXPECTED TO DON THE SAME DRAB UNIFORM AND ACCEPT WILLINGLY ITS ASSIGNED DUTIES IN THE TABLE OF EDUCATIONAL ORGANIZATION.

THE WHOLE CONCEPT OF EDUCATIONAL PLANNING BRINGS WITH IT CERTAIN DANGERS. ONE IS THAT WE COULD LOSE SIGHT OF OUR PURPOSE OF CLARIFYING OBJECTIVES AND BE SUFFOCATED BY CONSIDERATIONS OF STRATEGY AND TACTICS.

THEIR ALSO MAY BE:

A) A TENDENCY TO RIGIDIFY THE COURSE OF PROGRESS OF AN INSTITUTION.

B) OR A TENDENCY TO IMPART A FALSE QUALITY OF CERTAINITY, ORDER AND SPONTANEITY IN THE LIFE OF AN INSTITUTION.

A PLAN, IN SHORT, CAN BECOME A CONSERVATIVE, EVEN STULTIFYING INFLUENCE UPON AN INSTITUTION. IT CAN BE RAILROAD TRACKS LAID ACROSS A MEADOW MEANT FOR MEANDERING. IT CAN BECOME A DEVICE BEHIND WHICH SMALL MEN HIDE IN AN EFFORT TO

TO PROTECT THEMSELVES AGAINST THREATENING INNOVATION. EVERY BRIGHT NEW IDEA CAN BE DISMISSED AS AN EXPENSIVE CHANGE ORDER, AND LEADERSHIP CAN RELAX AT THE PRICE OF VITALITY, BECAUSE EVERYTHING IS DONE BY THE BOOK.

HOW THEN DOES A LEADER GO ABOUT SETTING UP PLANS AND DEVELOPING GOALS AND OBJECTIVES THAT PROVIDES FOR FLEXIBILITY AS WELL AS DIRECTION? TYPICALLY, THEY ARE ESTABLISHED AT THE TOP LEVELS OF THE ORGANIZATION AND IN THEORY THEY CASCADE DOWNWARD, AND ENGAGE THE ATTENTION AND ENERGIES OF PERSONS AT LOWER ORGANIZATIONAL LEVELS. FORMAL GOAL SETTING PROCESSES AT ALL LEVELS IN THE ORGANIZATION HELP TO ENSURE THAT EVERYONE IS PULLING IN THE SAME DIRECTION. IT BECOMES A COOPERATIVE PROCESS INVOLVING ALL OF THOSE WHO WILL BE AFFECTED BY THE DECISIONS REACHED.

THE PROBLEM IS TO MAKE CERTAIN THE VALUES OF EVERY INDIVIDUAL WITHIN THE ORGANIZATION ARE CONSISTENT WITH THE PURPOSES OF THE ORGANIZATION.

IN SMALL INSTITUTIONS THE PRESIDENT'S GOAL FOR THE COLLEGE ARE USUALLY THE COLLEGE'S GOAL. IN LARGER INSTITUTIONS, HOWEVER, THE GOALS OF THE COLLEGE ARE INFLUENCED BY MANY PERSONS. IDEALLY, THE GOALS OF THE INDIVIDUAL AND THE COLLEGE WILL COINCIDE. UNFORTUNATELY, THEY USUALLY DO NOT. THEREFORE, IT IS NECESSARY TO OFFER EACH PERSON AN INDUCEMENT TO PARTICIPATE SO THAT HE MAY ATTAIN HIS PERSONAL GOALS THROUGH THE GOALS OF THE ORGANIZATION. HE MUST BE MOTIVATED TO THE EXTENT THAT HE WILL GIVE UP ANY DISSONANT GOALS OF HIS OWN FOR THE ORGANIZATION AS A WHOLE. PERSONS WHO GET CAUGHT UP IN THEIR OWN WORK OR ARE EXCITED ABOUT THEIR PARTICULAR ACTIVITY MUST BE CAREFUL LESS THEY FORGET WHAT THE ORGANIZATION IS ALL ABOUT.

GOALS, OBJECTIVES AND PRIORITIES IN ANY HUMAN ORGANIZATION ARE DRIVEN BY THE MOTIVES, VALUES AND EMOTIONS OF THE INDIVIUDALS INVOLVED IN THE ORGANIZATION. THE CHANNELING OF THESE INDIVIDUAL VALUES INTO COLLECTIVE GOALS AND OBJECTIVES IS A POLITICAL PROCESS AND REQUIRES A MAJOR PORTION OF A CHIEF EXECUTIVE'S TIME. IT IS THE PRESIDENT'S JOB TO AMELIORATE THEIR DIFFERENCES BY BRINGING THE GROUP TOGETHER IN A SPIRIT OF TEAMWORK AND COOPERATIVE RELATIONSHIPS.

BEFORE CONSIDERING HOW TEAMWORK CAN BEST BE DEVELOPED, IT MAY BE USEFUL TO DEFINE THREE OF THE TERMS MOST COMMONLY USED IN THE CONNECTION: TEAMWORK, TEAM SPIRIT, AND COOPERATIVE RELATIONSHIPS.

TEAMWORK IS THE COORDINATED AND SYNCHRONIZED ACTIVITY THAT IS CHARACTERISTIC OF A CLOSELY KNIT ACTION GROUP. PREREQUISITES FOR TEAMWORK INCLUDE: (1) SHARED OBJECTIVES, TO WHICH EACH TEAM MEMBER FEELS STRONGLY COMMITTED: (2) A RELATIVELY SMALL NUMBER OF PERSONS TO PERMIT MUTUAL UNDERSTANDING AMONG ALL MEMBERS; (3) ABILITY OF EACH MEMBER TO CONTRIUBTE TO THE COMMON GOAL(S); (4) PROXIMITY AND FREQUENT OPPORTUNITIES FOR INFORMAL FACE-TO-FACE COMMUNICATION; (5) CONTINUED PRACTICE IN SUPPLEMENTING EACH OTHER'S ACTIVITY AS TEAMMATES. ONLY BY LONG PRACTICE IN INTER-ACTION WITH THE SAME PERSONS CAN ANYONE COME TO FEEL SURE OF WHAT THOSE PERSONS CAN AND WILL DO AS TEAMMATES. THAT ASSURANCE MAKES POSSIBLE, INSTANTANEOUS COMMUNICATION--WITH FEW WORDS, OR NONE--IN SPONTANEOUS TEAM ACTION TO MEET SHARED OBJECTIVES IN A CHANGING SITUATION.

IF ANY ONE OF THOSE FAVORING FACTORS IS WEAK OR LACKING, INTERACTION BETWEEN TEAM MEMBERS IS NECESSARILY LESS EFFICIENT THAN TEAMWORK AT ITS BEST.

TEAM SPIRIT IS READINESS TO JOIN WITH OTHERS IN ACTIVITY TOWARD A COMMON GOAL, EITHER AT THE LEVEL OF TEAMWORK IN A SMALL GROUP OR IN THE NEAREST APPROXIMATION TO TEAMWORK THAT IS POSSIBLE IN A LARGE AGGREGATE OF PERSONS.

COOPERATIVE RELATIONSHIPS IS THE CONDITION MOST NEARLY SIMILAR TO TEAMWORK THAT CAN PREVAIL AMONG ALL MEMBERS OF A LARGE ORGANIZATION WHO HAVE REGULAR CONTACT WITH EACH OTHER. WHEN TEAM SPIRIT EXISTS, THE IMPULSE TOWARD COOPERATION MAY SPREAD OUTWARD FROM THE CORE OF ACTUAL TEAMS. BUT IN A LARGE ORGANIZATION, IT IS UNREALISTIC TO SPEAK AS THOUGH ALL PERSONNEL COULD FUNCTION ON ONE TEAM.

IF WE USE THE WORD "TEAMWORK" FOR EVERY ACTIVITY CHARACTERIZED BY ANY DEGREE OF COOPERATION, WE OBSCURE WHAT CAN BE ACHIEVED ONLY IN RELATIVELY SMALL GROUPS.

FOR EXAMPLE, IT IS MERE SLOGANIZING TO INSIST THAT IN A COLLEGE OF 10,000 STUDENTS ALL MEMBERS OF THE STAFF COULD CONSIDER THEMSELVES "ON THE TEAM." COOPERATIVE RELATIONS SHOULD AND CAN EXIST AMONG REPRESENTATIVES OF ALL FUNCTIONAL GROUPS. MANY SMALL WORK TEAMS CAN FUNCTION, BUT AMONG ALL THE MANY PERSONS WHO HAVE NO REGULAR CONTACT WITH EACH OTHER, NOTHING THAT CAN PROPERLY BE CALLED TEAMWORK CAN DEVELOP.

IF THE SOCIAL UNIT ACTUALLY IS A TEAM (AND NOT JUST A STATISTICAL AGGREGATE OF INDIVIDUALS HAVING ONE COMMON CHARACTERISTIC), THEY SEE AND MEET CHALLENGES TOGETHER. A RECOGNITION OF CHALLENGE MAY MAKE IT POSSIBLE TO REACH A NEW HIGH IN TEAMWORK. EACH MEMBER MAY THEN SEE AND FEEL THAT WHAT STRENGTHENS THE WHOLE GROUP MAKES EACH ONE OF THEM STRONGER AND MORE SECURE.

IF, HOWEVER, A CHALLENGE IS PRESENTED TO A NEWLY FORMED OR LOOSELY INTEGRATED SOCIAL UNIT, THE REACTION MAY BE JUST THE REVERSE. THE SO-CALLED "TEAM" MAY BREAK APART INTO CLIQUES, OR EVEN INTO ITS INTEGRAL ELEMENTS--EACH MEMBER FENDING FOR HIMSELF. A THREAT TO SECURITY, WHETHER REAL OR IMAGINED, IS THE ACID TEST OF GROUP SOLIDARITY.

AMONG THE MOST IMPORTANT WAYS IN WHICH A CHIEF EXECUTIVE CAN FOSTER TEAMWORK TOWARD ORGANIZATIONAL GOALS ARE THAT: (1) HE CAN WANT IT. (2) HE CAN PRACTICE IT, AND (3) HE CAN BELIEVE IN IT ENOUGH TO PAY FOR IT--IN HIS OWN THINKING AND ACTION.

EXCEPT IN A VERY SMALL ENTERPRISE, IT WOULD PROBABLY BE AN OVERSTATEMENT TO SAY THAT THE PRESIDENT WORKS ON THE SAME TEAM WITH HIS SUBORDINATES. BUT HE CAN SHOW TEAM SPIRIT AND THUS HELP TO STIMULATE IT IN EVERYONE WITH WHOM HE HAS REGULAR CONTACT. IN A LARGE ORGANIZATION, THE NEAREST APPROACH TO A TEAM RELATIONSHIP AMONG TOP EXECUTIVES AND REPRESENTATIVES OF MIDDLE MANAGEMENT MAY BE DESCRIBED AS A FRIENDLY AND COOPERATIVE ONE. WHEN THIS RELATIONSHIP IS CHARACTERIZED BY MUTUAL CONFIDENCE AND MUTUAL RESPECT, THE OUTCOME CAN BE MUTUAL INFLUENCE OF A KIND THAT GREATLY BENEFITS THE WHOLE ENTERPRISE.

TEAM SPIRIT CAN BE COMMUNICATED BY MANAGERS WHO TAKE THE "CONSULTATIVE APPROACH" WHEN THEY TALK WITH SUBORDINATES. BY CONFERRING WITH THEM, INSTEAD OF "TELLING THEM," THEY MAY BE ABLE TO DEMONSTRATE THIS FEELING. WHEN A CONFERENCE HAS AS ITS CHIEF CONCERN THE JOINT SETTING OF TARGETS AND THE JOINT REVIEW OF RESULTS, SUBORDINATES CAN GET THE MESSAGE. AN ORGANIZATION CAN BECOME MORE PRODUCTIVE WHEN SUBORDINATES ARE INVITED TO SAY WHAT THEY THINK, EVEN WHEN WHAT THEY THINK CAN'T ALWAYS BE EXPRESSED BY SAYING "YES" TO THE BOSS. AS ALREADY NOTED, CONFERRING ABOUT PROJECTED POLICIES IS ONE WAY IN WHICH A CHIEF EXECUTIVE CAN SHOW CONFIDENCE IN HIS STAFF AND CAN BENEFIT BY THEIR EXPERIENCE AND IDEAS.

EMPLOYEES CANNOT IN REASON BE EXPECTED TO PUT MUCH OF THEMSELVES INTO THEIR WORK WHEN IT IS ONLY TOO EVIDENT THAT THEIR SUPERVISORS HAVE LITTLE INTEREST IN THEM AS WORKING PARTNERS, PERSONS WHOSE IDEAS MAY BE VALUABLE TO THE ORGANIZATION AS A WHOLE. WORK CAN BE PAID FOR, BUT PARTICIPATION CANNOT BE BOUGHT. VOLUNTARY COOPERATION, AT THE HIGHEST LEVEL, IS A RESPONSE MADE ONLY WHEN AN INDIVIDUAL FEELS THAT MEETING SITUATIONAL REQUIREMENTS CAN HELP HIM TO BE HIMSELF.

UNFORTUNATELY, MANY EMPLOYEES THINK THEY HAVE LEARNED BY EXPERIENCE THAT MANAGERIAL AIMS (AND MANAGERIAL METHODS) ARE INCOMPATIBLE WITH THE INTERESTS OF THOSE WHO ARE MANAGED.

IF MANAGERS WANT ACTIVE PARTICIPATION INSTEAD OF MERE COMPLIANCE, ONE WAY TO WORK FOR IT IS TO CHANGE THE WORK SITUATION AND WORK RELATIONSHIPS SO THAT EMPLOYEES CAN RECOGNIZE THAT ORGANIZATIONAL GOALS CAN BE HARMONIZED WITH THEIR OWN BASIC NEEDS. THAT KIND OF CHANGE HELPS TO BRING ABOUT A DRASTIC CHANGE IN ATTITUTDE.

A SUPERVISOR CAN ENCOURAGE OR RESTRICT INTERACTION (BOTH FORMAL AND INFORMAL) BETWEEN HIS SUBORDINATES. RESEARCH FINDINGS INDICATE THAT "GROUP CENTERED" BEHAVIOR BY A SUPERVISOR IS MORE CONDUCIVE TO HIGH PRODUCTION THAN "PRODUCTION CENTERED" BEHAVIOR. OTHER FACTORS OFTEN ASSOCIATED WITH HIGH PRODUCTIVITY INCLUDE

PERCEPTIONS OF SUPPORTIVENESS, OPPORTUNITY TO CONTRIUBTE TO WHAT ARE SEEN AS IMPORTANT ORGANIZATIONAL GOALS, FREEDOM AND MOTIVATION TO MAKE SUGGESTIONS, (FOR EXAMPLE, ABOUT METHODS AND CONDITIONS OF WORK), AND OPPORTUNITY TO PARTICIPATE WITH OTHERS AT THE LEVEL OF "EGO-INVOLVEMENT," THAT IS AT THE LEVEL WHERE A PERSON FEELS THAT MEETING HIS ASSIGNED RESPONSIBILITIES ENABLES HIM TO BE HIMSELF; TO GIVE SOMETHING HIMSELF: AND TO GROW BY REASON OF HIS WORK.

THE LEADER'S SENSITIVE UNDERSTANDING OF HUMAN NATURE IS MORE VITAL TO HIS PERFORMANCE THAN ANY VAST ACCUMULATION OF KNOWLEDGE OR SKILLS. CONFIDENCE IS PRIMARILY ROOTED IN HIS INTEGRITY AND AS ORGANIZATIONS BECOME LARGER AND LARGER, THE INTEGRITY IS CARRIED THROUGHOUT THE INSTITUTION BY A LONG SERIES OF PERSON TO PERSON RELATIONSHIPS.

THE SELECTION OF HIS MANAGEMENT TEAM IS THE PRESIDENTS MOST DIFFICULT CHALLENGE. TEAM MEMBERS SHOULD HAVE ATTRIBUTES WHICH INTERACT WITH HIS OWN-- EITHER BY RE-ENFORCING OR BY COMPLEMENTING. EMPHASIS HERE, TOO, MUST BE ON THE DYNAMICS OF INTER-ACTION AS WELL AS ON CAPABILITIES. A LEADER MUST TAKE FINAL RESPONSIBILITIES FOR ALL DECISIONS AND HE WILL BE WISE IF HE TRANSMITS THIS SENSE OF TOTAL RESPONSIBILITY TO HIS STAFF. THE ASSIGNMENT OF DIRECT RESPONSIBILITY FOR A SPECIFIC AREA OF OPERATION SHOULD NEITHER LIMIT A STAFF MEMBER'S CONTRIBUTION TO GENERAL POLICY NOR GIVE HIM AN EXCLUSIVE MONOPOLY IN RUNNING HIS OWN SHOW. HE MUST SET A TONE IN BLENDING STAFF INTO A MUTUALLY RE-ENFORCING POLICY TEAM AND NOT MERELY A GROUP OF SPECIALISTS, JEALOUS OF EACH OTHER'S AUTHROITY. ONE OF THE MOST IMPORTANT DEVICES IN THE DEVELOPMENT OF TEAM RELATIONSHIP IS THE STAFF MEETING. THESE PROVIDE AN EXCELLENT MEANS FOR TWO-WAY COMMUNICATION, INTER-ACTION, AND A CLIMATE IN WHICH IDEAS CAN BE FREELY EXPRESSED. THE PRESIDENT, IN ORDER TO FACILITATE A PARTNERSHIP CLIMATE, SHOULD STRESS THE POINT THAT THE IDEAS ARE IMPORTANT, NOT THEIR AUTHORSHIP. IT IS ALSO IMPORTANT FOR THE STAFF TO KNOW THAT THE FINAL DECISION IS THE PRESIDENTS. HE MUST DIFFERENTIATE BETWEEN DISCUSSION

AND DECISION AND NEVER VOTE OR POLL STAFF ON AN ISSUE (ABRAHAM LINCOLN EXAMPLE). A DECISION REPRESENTS THE JUDGEMENT OF THE LEADER, NOT A MAJORITY VOTE OF HIS STAFF. STAFF MEMBERS JUDGEMENTS MUST BE CONSIDERED A MEANS TO A SINGLE DECISION, NOT A RECORDED VOTE. IN SUMMARY, THE LEADER MUST BE A FEASIBLE SYMBOL OF THE PERSONALITY OF THE ORGANIZATION AND AT THE SAME TIME DEVELOP ALL THE ARTS OF RESOLVING THE INDIVIDUAL EFFORTS OF THE STAFF INTO A COORDINATED TEAM ENDEAVOR. HIS PERSONALITY IS PROJECTED INTO THE ORGANIZATION THROUGH A MULTITUDE OF DAILY CONTACTS, DISCUSSIONS, DEVICES AND COMMUNICATIONS. HE MUST DEMONSTRATE THE PURPOSE, TRADITIONS, STANDARDS, GOALS AND STYLES OF THE WHOLE ORGANIZATION. HE MUST SUPPORT A POLICY OF OPEN ACCESS TO INFORMATION ABOUT THE COLLEGE AND MUST INSIST THAT ALL GOALS AND OBJECTIVES BE CLEARLY DEFINED AND INTERPRETED TO ALL WHO ARE AFFECTED BY THEIR ACTIVITIES. HE MUST BE CONCERNED ABOUT ALL ELSE WITH THE CREATION OF AN ENVIRONMENT WHERE GROWTH AND CHANGE CAN OCCUR, AND WHERE A SENSE OF TEAMWORK, TEAM SPIRIT AND COOPERATION CAN FLOURISH.

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